

U.S. DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF MIGRANT EDUCATION
WASHINGTON, D.C. 20202-6135



FY 1999
APPLICATIONS FOR GRANTS UNDER THE
HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
AND
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

CFDA Numbers: HEP- 84.141A and CAMP- 84.149A

FORM APPROVED
OMB No. 1810-0054, Expiration Date: 10/31/2001
DATED MATERIALS – OPEN IMMEDIATELY

CLOSING DATE: JANUARY 25, 1999

TABLE OF CONTENTS

	Page
Introduction	i
Dear Applicant Letter	ii
Notice Inviting Applications for New Awards (Closing Date Notice)	1-4
Application Transmittal Instructions	5
Executive Order 12372	6
State Single Points of Contact	7-9
Program Statute	10-13
Program Regulations	14-17
Notice to All Applicants (Guidance on Section 427 of GEPA)	18-19
Government Performance and Results Act (GPRA)	20-21
Selection Criteria for Awarding Grants	22-27
Criteria for Awarding Prior Experience Points	28-30
Instructions for Completing the Application and Forms	31-45
Part I – Application Face Sheet	31-38
Part II -- Budgetary Documents (Budget Summary and Narrative)	39-42
Part III – Program Narrative	43-44
Part IV – Prior Experience	45
Department of Education Assurances and Certifications	46-52
Disclosure of Lobbying Activities, SF-LLL & Continuation Sheet, SF-LLL-A	47-50
Certification Regarding Debarment, Suspension, & Other Responsibility Matters; and Drug-free Workplace Requirements	51-52
Estimated Public Reporting Burden	53

INTRODUCTION

The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) are designed to help migrant and seasonal farmworkers complete high school and succeed in postsecondary education. Eligible applicants for these programs are Institutions of Higher Education (IHEs), or private, non-profit agencies working in cooperation with IHEs. The programs are located at IHEs to give migrant students exposure to cultural events, academic programs and other educational activities usually not available to migrant and seasonal farmworker youth.

The HEP programs help students to complete the requirements for a general education diploma (GED), and to enter postsecondary education or other training programs, or to be placed in career positions. The CAMP programs provide outreach, recruitment, academic, supportive, and financial assistance to migrant and seasonal farmworkers to help them successfully complete the first academic year of college and to continue in postsecondary education.

In 1993 the Department funded 20 HEP projects and 6 CAMP projects for a five-year grant cycle. These projects were continued without competition for an additional year pending the reauthorization of the Higher Education Act. Twenty-four of the current projects are at IHEs, and two are funded through non-profit organizations

Successful HEP and CAMP applicants will be funded for a five-year grant cycle. Each applicant must propose program activity and budget information for five years. Instructions for applying for grants and the selection criteria for awarding grants are included in the application package. The currently funded HEP and CAMP projects are entitled to an additional 15 points based on successful prior performance.

Dear Colleague:

The Secretary invites applications for funding for fiscal year 1999 under the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP). These programs are authorized under Title IV, Section 418A of the Higher Education Act, as amended.

This package contains the forms and instructions necessary for preparing an application for either HEP or CAMP. Also included is a copy of the "Notice Inviting Applications for New Awards", a reprint of program regulations, and a copy of the HEP and CAMP legislative authority.

The time needed to complete this application is estimated to average 24 hours per response. This includes the time necessary for reviewing instructions, gathering data, and completing the information requested in the application.

Several changes have been made to the application package since the last competition for the HEP and CAMP programs. Therefore, please review the entire application package carefully before preparing and submitting your application. Some of the changes are as follows:

1. As part of the Administration's Reinventing Government Initiative, the Department requires that all applicants for multi-year awards provide detailed budget information for the total grant period requested: this eliminates the need for extensive non-competing continuation applications in the remaining project years. An annual performance report will be used in place of the continuation application to determine progress.
2. Currently funded HEP and CAMP grantees should note that the selection criteria for awarding grants, including awarding the 15 points for prior performance, has been changed. The application contains the selection criteria that will be used to award grants from Section 75.210 of EDGAR, and the criteria for awarding prior performance points.
3. To expedite the reading process, we suggest that you limit the program narrative to 50 pages and follow the format suggested in the instructions for Part III. While you are required to submit a signed original and two copies of your application, your voluntary submission of a signed original and three copies will expedite the review process.

A separate application is required for each project. The application must be postmarked or hand delivered on or before the deadline date. Detailed mailing instructions are provided in the Application Transmittal Instructions. Applications submitted late will not be accepted. No changes or additions to the application will be accepted after the deadline date.

For additional information please contact: Mary L. Suazo, Office of Migrant Education, U.S. Department of Education, 400 Maryland Avenue, SW, FOB-6, Rm. 3E227, Washington, D.C. 20202-6135; telephone (202) 260-1396; or e-mail at mary_suazo@ed.gov.

Sincerely,

Francisco Garcia
Director
Office of Migrant Education

14000-01-P

DEPARTMENT OF EDUCATION

CFDA Nos.: 84.141A (HEP) and CFDA No. 84.149A (CAMP)

AGENCY: Notice inviting applications for new awards for fiscal year (FY) 1999 for the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP).

PURPOSE OF PROGRAMS: The purpose of the HEP and CAMP programs is to provide grants to institutions of higher education (IHEs), or to private non-profit agencies working in cooperation with IHEs, to help migrant and seasonal farmworkers complete high school and succeed in postsecondary education.

ELIGIBLE APPLICANTS - HEP and CAMP: The Secretary invites applications from IHEs or from private non-profit agencies working in cooperation with IHEs.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: January 25, 1999

APPLICATIONS AVAILABLE: November 23, 1998

DEADLINE FOR INTERGOVERNMENTAL REVIEW: March 26, 1999

AVAILABLE FUNDS: HEP For FY 1999, \$9,000,000

ESTIMATED RANGE OF AWARDS: HEP \$150,000 - \$495,000.

ESTIMATED AVERAGE SIZE OF AWARDS: HEP \$375,000.

ESTIMATED NUMBER OF AWARDS: HEP 25

AVAILABLE FUNDS: CAMP For FY 1999, \$4,000,000

ESTIMATED RANGE OF AWARDS: CAMP \$150,000 - \$450,000

ESTIMATED AVERAGE SIZE OF AWARDS: CAMP \$325,000

ESTIMATED NUMBER OF AWARDS: CAMP 12

NOTE: The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 60 months.

SUPPLEMENTAL INFORMATION:

The HEP program assists migrant and seasonal farmworkers to obtain a general education diploma (GED) and to be placed in postsecondary education or training, career positions, or the military. By locating the programs at IHEs, migrant and seasonal farmworkers also have opportunities to attend cultural events, academic programs, and other educational and cultural activities usually not available to them. The CAMP program assists migrant and seasonal farmworkers to successfully complete the first academic year in the college or university, and provides follow-up services to help students continue in postsecondary education.

Applicants should be aware that the selection criteria for awarding grants, and the 15 points for prior performance, as required by the program statute are included in the application package. The Congress has appropriated \$9,000,000 for HEP and \$4,000,000 for CAMP for FY 1999, which is an increase of approximately 18% for HEP and 92% for CAMP over the 1998 appropriation.

APPLICABLE REGULATIONS:

(a) The Education Department General Administrative Regulations (EDGAR) as follows:

(1) 34 CFR Part 74 (Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Nonprofit Organizations).

(2) 34 CFR Part 75 (Direct Grant Programs).

(3) 34 CFR Part 77 (Definitions that Apply to Department Regulations).

(4) 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and Activities).

(5) 34 CFR Part 82 (New Restrictions on Lobbying).

(6) 34 CFR Part 85 (Governmentwide Debarment and Suspension (Non-procurement and Governmentwide Requirements for Drug-Free Workplace (Grants).

(7) 34 CFR Part 86 Drug-Free Schools and Campuses).

(b) 34 CFR Part 206 (Special Education Programs for students Whose Families are Engaged in Migrant and Other Seasonal Farmwork)

(c) The definitions of a migratory child, a migratory agricultural worker and a migratory fisher contained in 34 CFR 200.40 and in 20 CFR 633..

FOR FURTHER INFORMATION CONTACT: To obtain a copy of the application or to obtain information on the program, call Mary L. Suazo, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, 400 Maryland Avenue SW, Room 3E317, FOB-6, Washington, D.C. 20202-6135. Telephone Number: (202) 260-1396. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 between 8 a.m. and 8 p.m., Eastern time, Monday through Friday.

Individuals with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotope, or computer diskette) on request to the contact person listed in the preceding paragraph.

Electronic Access to This Document.

Anyone may view this document, as well as all other Department of Education documents published in the Federal Register, in text or portable document format (pdf) on the World Wide Web at either of the following sites:

<http://ocfo.ed.gov/fedreg/htm>

<http://www.ed.gov/news/html>

To use pdf you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you questions about using the pdf, call the U.S. Government Printing Office toll free at 1-888-293-6498.

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Server at GOPHER.ED.GOV (under Announcements, Bulletins, and Press Releases). However, the official application notice for a discretionary grant competition is the notice published in the **Federal Register.**

PROGRAM AUTHORITY: 20 U.S.C. 1070d-2

Dated:

Gerald N. Tirozzi,
Assistant Secretary
Office of Elementary and Secondary Education.

Application Submission Procedures

Applications Sent by Mail

To qualify For funding consideration, applications sent by mail must be received no later that 4:30pm (Washington, D.C. time) January 25, 1999. Postmark dates will not be accepted. Applications received after 4:30pm EST on January 25 will not be read. The announced closing date and procedures for submission will be strictly observed. Applicants should also note that the closing date applies to both the date the application is received and the hand delivery date. An applicant is encouraged to use registered or at least first-class mail. Each late applicant will be notifies that its application will not be considered.

Mailing Address

U.S. Department of Education
Application Control Center
Attention: CFDA 84.141A or 84.149A
Washington, DC 20202-4725

Applications Delivered by Hand

Applications delivered by hand must be received by 4:30pm (Washington, DC time) January 25, 1999 by the U.S Department of Education, Application Control Center, Attn. CFDA 84.141A or 84.149A Rm. 3633, Regional Office Bldg. #3, General Services Administration National Capital Region, 7th & D Streets, SW, Washington. DC 20202-4725 (202) 708-8493).

The Application Control Center will accept deliveries between 8:00am and 4:00pm (Washington, DC time) daily, except Saturdays, Sundays, and Federal holidays. Individuals delivering applications must use the D Street Entrance. Proper identification is necessary to enter the building.

In order for an application sent through an overnight delivery service to be considered timely, the application must be delivered on or before the closing date. Applicants are encouraged to allow at least 48 hours for delivery.

Executive Order 12372 - Intergovernmental Review

The Education Department General Administrative Regulations (EDGAR), 34 CFR 79, pertaining to intergovernmental review of Federal programs, apply to the program(s) included in this application package.

Immediately upon receipt of this notice, all applicants, other than Federally recognized Indian Tribal Governments, must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should contact, immediately upon receipt of this notice, the Single Point of Contact for each State and follow the procedures established in those States under the Executive Order. A list containing the Single Point of Contact for each State is included in the application package for these programs.

In States that have not established a process or chosen a program for review, State, approved, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any other contacts from State, aerated, regional, and local entities must be mailed or hand-delivered by the date in the program announcement for Intergovernmental Review to the following address:

The Secretary
E.O. 12372-CDFA# 84.141A (HEP) or 84.149A (CAMP)
U.S. Department of Education, FB-10, Room 6213
600 Independence Ave. SW
Washington, D.C. 20202

On line 2 of the above address, please provide the correct Catalog of Federal Domestic Assistance number (CFDA#) of the program for which a comment or state process recommendation on an application is submitted.

In those States that require review for this program, applications are to be submitted simultaneously to the State Review Process and the U.S. Department of Education.

Proof of mailing will be determined on the same basis as applications.

Please note that the above address is not the same address as the one to which the applicant submits its completed application. Do not send applications to the above address.

STATE SINGLE POINT OF CONTACT

ARIZONA

Joni Saad
Arizona State Clearinghouse
3800 N. Central Avenue
Fourteenth Floor
Phoenix, Arizona 85012
(602) 280-1315
(602) 280-8144 fax

ARKANSAS

Mr. Tracy L. Copeland
Manager Office of Intergovernmental Services
Department of Finance and Administration
1515 W. 7th Street, Rm. 412
Little Rock, AR 72203
(501) 682-1074
(501) 682-5206 fax

DELAWARE

Francine Booth
State Single Point of Contact
Executive Department
Office of the Budget
Thomas Collins Building
P.O. Box 1401
Dover, Delaware 19903
(302) 739-3326
(302) 739-5661 fax

DISTRICT OF COLUMBIA

Charles Nichols
State Single Point of Contact
Office of Grants Mgmt. & Dev.
717 14th Street, NW
Suite 400
Washington, D.C. 20005
(202) 727-6554
(202) 727-1617 fax

FLORIDA

Florida State Clearinghouse
Department of Community Affairs
2740 Centerview Drive
Tallahassee, Florida
32399-2100
(904) 922-5438
(904) 487-2899 fax

GEORGIA

Tom L. Reid, III
Coordinator
Georgia State Clearinghouse
270 Washington Street, S., W. 8th Floor
Atlanta, Georgia 30334
(404) 656-3855
(404) 656-3828 fax

ILLINOIS

Ms. Virginia Bova
Single Point of Contact
Illinois Department of Commerce
And Community Affairs
James R- Thompson Center 100
West Randolph Suite 3-400
Chicago, IL 60601
(312) 814-6028
(312) 814-1800 fax

INDIANA

Frances Williams
State Budget Agency
212 State House
Indianapolis, Indiana
46204-2796
(317) 232-5619
(317) 233-3323 fax

IOWA

Steven R- McCann
Division for Community Assistance
Iowa Department of Economic Development

200 East Grand Avenue
Des Moines, Iowa 50309
(515) 242-4719
(515) 242-4809 fax

KENTUCKY

Kevin J. Goldsmith, Director
John-Mark Hack, Deputy Director
Sandra Brewer, Executive Secretary
Intergovernmental Affairs
Office of the Governor
700 Capitol Avenue
Frankfort, KY 40601
(502) 564-2611
(502) 564-2849 fax

MAINE

Joyce Benson
State Planning Office
184 State Street
38 State House Station
Augusta, Maine 04333
(207) 287-3261
(207) 287-6489 fax

MARYLAND

Linda Janey
Manager, Plan & Project Review
Maryland Office of PI
301 W. Preston Street
Room 1104
Baltimore, Maryland 21201-2365
Staff Contact: Linda Janey
(410) 767-4490
(410) 767-4480 fax

MICHIGAN

Richard Pfaff
Southeast Michigan Council of Governments
660 Plaza Drive
Suite 1900
Detroit, MI 48226

(313) 961-4266

(313) 961-4869

MISSISSIPPI

Cathy MaHette

Clearinghouse Officer

Department of Finance and Administration

455 North Lamar Street

Jackson, MS 39202-3087

(601) 359-6762

(601) 359-6764 fax

MISSOURI

Lois Pohl

Federal Assistance Clearinghouse

Office of Administration

P.O. Box 809

Room 760

Truman Building

Jefferson City, MO 65102

(314) 751-4834

(314) 751-7819 fax

NEVADA

Department of Administration

State Clearinghouse

Capitol Complex

Carson City, NE 89710

(702) 687-4065

(702) 687-3983 fax

NEW HAMPSHIRE

Jeffrey H. Taylor

Director, New Hampshire Office of State Planning

Attn: Intergovernmental Review Process -

Mike Blake

2 1/2 Beacon Street

Concord, NH 03301

(603) 271-2155

(603) 271-1728 fax

NEW MEXICO

Robert Peters
State Budget Division
Room 190 Bataan Memorial
Building
Santa Fe, NM 87503
(505) 827-3640

NEW YORK

New York State Clearinghouse
Division of the Budget
State Capitol
Albany, New York 12224
(518) 474-1605
(518) 486-5617 fax

NORTH CAROLINA

Chrys Baggett,
Director N.C. State Clearinghouse
Office of the Secretary of Admin.
1 16 West Jones Street
Suite 5106
Raleigh, NC 27603-8003
(919) 733-7232
(919) 733-9571 fax

NORTH DAKOTA

North Dakota Single Point of Contact
Office of Intergovernmental Assistance
600 E. Boulevard Avenue
Bismarck, ND 58505-0170
(701) 224-2094
(701) 224-2308 fax

RHODE ISLAND

Kevin Nelson
Review Coordinator
Department of Administration
Division of Planning
One Capitol HM, 4th Floor
Providence, Rhode Island
02909-5870

(401) 277-2656
(401) 277-2083 fax

SOUTH CAROLINA

Omeagia Burgess
State Single Point of Contact
Budget and Control Board
Office of State Budget
1122 Ladies St. 12th fl.
Columbia, SC 29201
(803) 734-0494
(803) 734-064

TEXAS

Tom Adams
Governors Office
Director, Intergovernmental Coordination
P.O. Box 12428
Austin, Texas 78711
(512) 463-1771
(512) 463-1880 fax

UTAH

Carolyn Wright
Utah State Clearinghouse
Office of Planning and Budget
Room 116 State Capitol
Salt Lake City, Utah 84114
(801) 538-1535
(801) 538-1547 fax

WEST VIRGINIA

Fred Cutlip, Director
Community Development Division
W. Virginia Development
Office Building #6, Room 553
Charleston, WV 25305
(304) 558-4010
(304) 558-3248 fax

WISCONSIN

Jeff Smith

Section Chief, State/Federal Relations
Wisconsin Department of Administration
101 East Wilson Street, 6th Floor
P.O. Box 7868
Madison, WI 53707
(608) 266-0267
(608) 267-6931 fax

WYOMING

Matthew Jones
State Single Point of Contact
Office of the Governor
200 West 24th Street
State Capitol, Room 124
Cheyenne, WY 82002
(307) 777-7446
(307) 632-3909 fax

TERRITORIES

GUAM

Mr. Giovanni T. Sgambe Huri
Director, Bureau of Budget and
Management Research
Office of the Governor
P.O. Box 2950
Agana, Guam 96910
011-671472-2285
011-671472-2825 fax

PUERTO RICO

Norma Burgos/
Jose E. Caro
Chairwoman/Director PR Planning Board
Federal Proposals Review,
Office
MiniHas Gov. Center
P.O. Box 41119
San Juan, Puerto Rico 00940-1119
(809) 727-4444
(809) 723-6190 fax

(809) 724-3270 fax
(809) 724-3103

NORTH MARIANA ISLANDS

Mr. Alvaro A. Santos
Executive Officer
Office of Management and Budget
Office of the Governor
Saipan, ND 96950
(670) 664-2256
(670) 664-2272 fax
Contact person: Ms. Jacoba T. Seman
Federal Programs Coordinator
(670) 664-2289
(670) 664-2272 fax

VIRGIN ISLANDS

NeBon Bowry
Director, Office of Management and Budget
441 Norregade Emancipation Garden Station
Second Floor
Saint Thomas, Virgin Islands
00802
Please direct all questions and
correspondence about
intergovernmental review to:
Linda Clarke
(809) 774-0750
(809) 776-0069 fax

**SUBPART 5--SPECIAL PROGRAMS FOR STUDENTS
WHOSE FAMILIES
ARE ENGAGED IN MIGRANT AND SEASONAL
FARMWORK Sec. 418A**

SEC. 418A MAINTANENCE AND EXPANSION OF

EXISTING PROGRAMS (a) PROGRAM AUTHORITY--The Secretary shall maintain and

expand existing secondary and postsecondary high school. equivalency program and college assistance migrant program projects located at institutions of higher education or at private nonprofit organizations working in cooperation with institutions of hither education.

(b) SERVICES PROVIDED By HIGH SCHOOL EQUIVALENCY PROGAM. -The services authorized by this subpart for the high school equivalency program include- '

(1) recruitment services to reach persons—

(i) who are 16 years of age and over; or

(ii) who are beyond the age of compulsory school attendance in the State in which-such persons reside and are not enrolled in school;

(B) (i) who themselves, or whose parents, have spent a minimum of 75 days during the past 24 months in migrant and seasonal farmwork; or

(ii) who are eligible to participate, or have participated within the preceding 2 years, in programs under subpart I of part D of chapter 1 of title I of the Elementary and Secondary-y Education Act of 1965 or section 402 of the Job Training Partnership Act; and

(C) who lack a high school diploma or its equivalent;

(2) educational services which provide instruction designed to help students obtain a general education diploma which meets the

guidelines established by the State in which the project is located for high school equivalency;

(3) supportive services which include the following:

(A) personal, vocational, and academic counseling;

(B) placement services designed to place students in a university, college, or junior college program, or in military Service or career positions; and

(C) health services;

(4) information concerning, and assistance in obtaining, available student financial aid;

(5) weekly stipends for high school equivalency program participants;

(6) housing for those enrolled in residential programs;

(7) exposure to cultural events, academic programs, and other educational and cultural activities usually not available to migrant youth; and

(8) Other essential supportive services, as needed to ensure the success of eligible students. (c) SERVICES PROVIDED BY COLLEGE ASSISTANCE MIGRANT PROGRAM- (I) Services authorized by this subpart for the college assistance migrant program include-

(A) outreach and recruitment services to reach persons who themselves or whose parents have spent a minimum of 75 days during the past 24 months in migrant and seasonal farmwork or who have participated or are eligible to participate, in programs under subpart 1 of part D of chapter 1 of title I of the Elementary and Secondary Education Act of 1965 or section 402 of the Job Training

Partnership Act, and who meet the minimum qualifications for attendance at a college or university;

- (B) supportive and instructional services which include:
 - (i) personal, academic, and career counseling as an ongoing part of the program;
 - (ii) tutoring and academic skill building instruction and assistance;
- (iii) assistance with special admissions;
- (iv) health services; and
- (v) other services as necessary to assist students in completing program requirements;

(C) assistance in obtaining, student Financial aid which includes, but is not limited to:

- (i) Stipends;
- (ii) scholarships;
- (iii) student travel;
- (iv) career oriented work study;
- (v) books and supplies
- (vi) tuition and fees;
- (vii) room and board; and
- (viii) other assistance necessary to assist students in completing their first year of college;
- (D) housing support for students living in institutional facilities and commuting students;
- (E) exposure to cultural events, academic programs, and other activities not usually available to migrant youth; and (F) other support services as necessary to ensure the success of eligible students.

(2) A recipient of a grant to operate a college assistance migrant program under this subpart shall provide follow-up services for migrant students after such students have completed their first year of college, and shall not use more than 10 percent of such grant for such follow-up services. Such follow-up services may include-

(A) monitoring and reporting the academic progress of students who participated in the project during such student's first year of college and during such student's subsequent years in college; and

(B) referring such students 'to on- or off-campus providers of counseling services, academic assistance, or financial aid.

(d) **MANAGEMENT PLAN REQUIRED.-**

Each project application shall include a management plan which contains assurances that staff shall have a demonstrated knowledge and be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population, and provisions for:

- (1) staff in-service training;
- (2) training and technical assistance;
- (3) staff travel;
- (4) student travel;
- (5) interagency coordination; and
- (6) an evaluation plan.

(e) **FIVE-YEAR GRANT PERIOD; CONSIDERATION OF PRIOR EXPERIENCE.** -Except under extraordinary circumstances, the Secretary shall award grants for a 5-year period. For the purpose of making grants under this subpart, the ' Secretary shall consider the prior experience of service delivery under the particular project for which funds are sought by each applicant. Such prior experience shall be awarded the same level of consideration given this factor for applicants for programs authorized by subpart 4 of this part in accordance with section 417A(bX2).

(f) **MINIMUM ALLOCATIONS.** -The Secretary shall not allocate an amount less than---

(1) \$150,000 for each project under the high school equivalency program, and

(2) \$150,000 for each project under the college assistance migrant program.

(g) **AUTHORIZATION OF APPROPRIATIONS.** -(I) There arc authorize to be appropriated for the high school equivalency program \$15,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.

H.R.6

Higher Education Amendments of 1998 (Passed by the House)

SEC. 408. SPECIAL PROGRAMS FOR STUDENTS WHOSE FAMILIES EXGAGED IN-MIGRANT AND SEASONAL FARMWORK.

(a) COORDINATION- " Section 418A(d) (20 U.S.C. 1070d-2(d)) is amended by inserting after 'contains assurances' the following: 'that the grant recipient will coordinate its project, to the extent feasible, with other local, State, and Federal programs to maximize the resources available for migrant students, and'.

(b) EXTENSION OF AUTHORITY- Section 418A(g) is amended by striking '1993' each place it appears and inserting '1999'.

(c) DATA COLLECTION- Section 418A is amended by adding at the end the following new subsection:

(h) DATA COLLECTION- The National Center for Education Statistics shall collect postsecondary education data on migrant students.'.

(d) TECHNICAL AMENDMENTS--S- Section 418A(e) is amended by striking 'authorized by subpart 4 of this part in accordance with section 417A(b)(2)' and inserting 'in accordance with section 402A(c)(1)'.

SEC. 417 HEP AND CAMP (Engrossed Senate Amendment)

Section 418A(g) (20 U.S. C 1070d-2(g)) is amended-

(1) in paragraph (1), by striking '\$15, 000, 000 for fiscal year 1993' and inserting '\$25, 000, 000 for fiscal year 1999', - and

(2) in paragraph (2), by striking '\$5, 000, 000 for fiscal year 1993 and inserting \$10, 000, 000 for fiscal year 1999.

**PART 206--SPECIAL EDUCATIONAL PROGRAMS FOR STUDENTS
WHOSE FAMILIES ARE ENGAGED IN MIGRANT AND OTHER
SEASONAL FARMWORK-HIGH SCHOOL EQUIVALENCY
PROGRAM AND COLLEGE ASSISTANCE MIGRANT PROGRAM**

Subpart A--General

Sec.

206.1 What are the special educational programs for students whose families are engaged in migrant and other seasonal farmwork?

206.2 Who is eligible to participate as a grantee?

206.3 Who is eligible to participate in a project?

206.4 What regulations apply to these programs?

206.5 What definitions apply to these programs?

**Subpart B-What Kinds of Activities Does
the secretary Assist Under These Programs?**

206.10 What types of services may be provided?

206-11 What types of CAMP services must be provided?

**Subpart C-How Does One Apply for a
Grant?**

206-20 What must be included in an application?

**Subpart D-How Does the Secretary Make
a Grant to an Applicant?**

206.30 How does the Secretary evaluate an application.

**Subpart E-What Conditions Must Be Met
by a Grantee?**

206.40 What restrictions are there on

expenditures?

AUTHORITY: 20 U.S.C. 1070d-2, unless otherwise noted.

SOURCE: 46 FR . 35075. July 6, 1981, unless otherwise noted.

Subpart A-General

§ 206.1 What are the special educational programs it students whose families are engaged in migrant and other seasonal farmwork?

(a) *High School Equivalency Program.*

The High School Equivalency Program (HEP) is designed to assist persons who are eligible under §206.3-to obtain the equivalent of a secondary school diploma and subsequently to gain employment or be placed in an institution of higher education (IHE) or other Postsecondary education or training.

(b) *College Assistance Migrant Program.*

The College Assistance Migrant Program (CAMP) is designed to assist persons who are eligible under S 206.3-who are enrolled or are admitted for -enrollment on a full-time basis in the first academic year at an IHE.

(Authority: 20 U.S.C. 1070d-2(a))

146 FR 35075, July 6, 1981, as amended at 52 FR 24920, July 1, 1987: 57 FR 60407, Dec. 18, 1992]

§ 206.2 Who is eligible to participate as a grantee?

(a) *Eligibility.* An IHE or a private nonprofit organization may apply for a grant to operate a HEP or CAMP project.

(b) *Cooperative planning.* If a private nonprofit organization other than an IHE applies for a HEP or a CAMP grant, that agency must plan the project in cooperation with an IHE and must propose to operate the project, or in the case of a HEP grant, some aspects of the project, with the facilities, of that IHE.

(Authority: 20 U.S.C. 1070d-2(a))

[46 FR 35075, July 6, 1981. as amended at 52
FR 24920. July 1, 1987]

§ 206.3 Who Is eligible to participate in a project?

- (a) *General.* To be eligible to participate in a HEP or a CAMP project (1) A person, or his or her parent, must have spent a minimum of 75 days during the past 24 months as a migrant or seasonal farmworker; or
- (2) The person must have participated (with respect to HEP within the last 24 months), or be eligible to participate, in programs under 34 CFR part 201 (Chapter I-Migrant Education Program) or 20 CFR part 633 (Employment and Training Administration, Department of Labor-Migrant and Seasonal Farmworker Programs).
- (a) *Special HEP qualifications.* To be eligible to participate in a HEP project, a person also must-
- (1) Not have earned a secondary school diploma or its equivalent;
- (2) Not be currently enrolled in an elementary or secondary school;
- (3) Be 16 years of age or over, or beyond the age of compulsory school attendance in the State in which he or she resides; and
- (4) Be determined by the grantee to need the academic and supporting services and financial assistance provided by the project in order to attain the equivalent of a secondary school diploma and to gain employment or be placed in an IHE or other postsecondary education or training.
- (c) *Special CAMP qualifications.* To be eligible to participate in a CAMP project, a person also must-
- (1) Be enrolled or be admitted for enrollment as a full-time student at the participating IHE;
- (2) Not be beyond the first academic year of a program of study at the IHE, as determined under the standards of the IHE; and
- (3) Be determined by the grantee to need the academic and supporting services and financial assistance provided by the project in order to complete an academic program of study at the IHE

(Authority: 20 U.S.C. 1070d-2(a))

146 FR 35075, July 6, 1981, as amended at 52

FR 24920. July 1, 1987-. 57 FR 60407. Dec. 18, 1992]

§ 206.4 What regulations apply to these programs?

The following regulations apply to HEP and CAMP:

- (a) The Education Department General Administrative Regulations (EDGAR) as follows:
 - (1) 34 CFR part 74 (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations).
 - (2) 34 CFR part 75 (Direct Grant Programs).
 - (3) 34 CFR part 77 (Definitions That Apply to Department Regulations).
 - (4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities).
 - (5) 34 CFR part 82 (New Restrictions on Lobbying).
 - (6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).
 - (7) 34 CFR part 86 (Drug-Free Schools and Campuses).
- (b) The regulations in this part 206.

(Authority: 20 U.S.C. 1070d-2(a))

146 FR 35075, July 6, 1981, as amended at 52 FR 24920. July 1, 1987; 57 FR 60407. Dec. 19. 1992; 58 FR 11539, Feb. 26. 1993

§ 206.5 What definitions apply to these programs?

- (a) *Definitions in EDGAR.* The following terms used in this part are defined in 34 CFR 77.1 (c) (EDGAR, Definitions):

Applicant
Application
Elementary school
EDGAR
Facilities
Minor remodeling
Nonprofit
15
Private
Project
Public

Secondary school

Secretary

State

- (b) *Definitions in the grants administration regulations.* The following terms used in this part are defined in 34 CFR Part 74 (Administration of Grants):

Budget

Equipment

Grant

Grantee

Supplies

- (c) *Program definitions.* The following additional definitions apply specifically to HEP and CAMP:

(1) Act means the Higher Education Act of 1965, as amended.

- (2) *Agricultural activity* means:

(I) Any activity directly related to the production of crops, dairy products, poultry, or livestock;

(II) Any activity directly related to the cultivation or harvesting of trees;

or

(III) Any activity directly related to fish farms.

- (3) *Farmwork* means any agricultural activity, performed for either wages or personal subsistence, on a farm, ranch, or similar establishment.

- (4) *fulltime*, with respect to an individual, means a student who is carrying a full-time academic workload, as defined in 34 CFR part 690 (regulations for the Pell Grant Program).

- (5) *Institution of higher education* means an educational institution that:

(I) Is in a State-

(II) Is authorized by that State to provide a program of education beyond secondary school;

(III) Is a public or nonprofit institution;

(iv) Admits as a regular student only a person who:

(A) Has a secondary school diploma;

(B) Has the recognized equivalent of

a secondary school diploma; or (C) Is beyond the age of compulsory school attendance in that State and has the ability to benefit from the training offered by the institution;

- (v) Provides:

(A) An educational program for which it awards a bachelor's degree; or

(B) At least a two-year program that

is acceptable for full credit toward a bachelor's degree;

(vi) (A) Is accredited by a nationally recognized accrediting agency or association;

(B) Has satisfactorily assured the Secretary that it will meet the accreditation standards of a nationally recognized accrediting agency or association within a reasonable time considering the resources available to the institution, the period of time, if any, it has operated, and its effort to meet accreditation standards; or

(C) Has its credits accepted on transfer by at least three accredited institutions on the same basis as those institutions accept transfer credits from fully accredited institutions.

(6) *Migrant farmworker* means a seasonal farmworker-as defined in paragraph (c)(7) of this section-whose employment required travel that precluded the farmworker from returning to his or her domicile (permanent place of residence) within the same day.

(7) *Seasonal farmworker* means a person who, within the past 24 months, was employed for at least 75 days in farmwork, and whose primary employment was in farmwork on a temporary or seasonal basis (that is, not a constant year-round activity).

(d) *Other definitions.* For purposes of determining program eligibility under §206.3(a)(2). the definitions in 34 CFR 201.3 (Chapter I-Migrant Education Program) and 20 CFR 633.104 (Employment and Training Administration, Department of Labor-Migrant and Seasonal Farmworker Programs) apply. (Authority: 20 U.S.C. 1070d-2(a))

(46 FR 35075, July 6, 1981. as amended at 52 FR 24920, July 1, 1987-, 57 FR 60407, Dec. 18, 1992)

Subpart B-What Kinds of Activities Does the Secretary Assist Under These Programs?

§206.10 What types of services may be provided?

(a) *General* A grantee may use funds under HEP or CAMP to support approved projects designed to provide academic and

supporting services and financial assistance to eligible participants as described in S 206.3.

(b) *Types of services (1) HEP projects.* A HEP project may provide the following types of services to assist participants in obtaining the equivalent of a secondary school diploma, and as needed, to assure the success of the participants in meeting the project's objectives and in succeeding at the secondary school level and beyond:

(i) Recruitment services to reach persons who are eligible under §206.3 (a) and (b).

(ii) Educational services that provide instruction designed to help students pass an examination and obtain a certificate that meets the guidelines for high school equivalency established by the State in which the project is located.

(iii) Supportive services that include the following:

- (A) Personal, vocational, and academic counseling-,
- (B) Placement services designed to place students in a university, college, or junior college program, or in military services or career positions: and

(C) Health services.

(iv) Information concerning and assistance in obtaining available student financial aid.

(v) Weekly stipends for high school equivalency program participants. (vi) Housing for those enrolled in residential programs.

(vii) Exposure to cultural events, academic programs, and other educational and cultural activities usually not available to migrant youth.

(viii) Other essential supportive services, as needed, to ensure the success of eligible students.

(2) *CAMP projects.* A CAMP project may provide services to assist the participants in meeting the project's objectives and in succeeding in an academic program of study at the IHE:

(i) Outreach and recruitment services to reach persons who are eligible under § 206.3 (a) and (c).

(ii) Supportive and instructional services, including:

(A) Personal, academic, and career counseling as an ongoing part of the program-.

(B) Tutoring and academic skillbuilding instruction and assistance;

- (C) Assistance with special admissions;
 - (D) Health services; and
 - (E) Other services, as necessary to assist students in completing program requirements.
- (iii) Assistance in obtaining student financial aid that includes, but is not limited to, the following:
- (A) Stipends.
 - (B) Scholarships.
 - (C) Student travel.
 - (D) Career-oriented work-study.
 - (E) Books and supplies.
 - (F) Tuition and fees.
 - (C) Room and board.
 - (H) Other assistance necessary to assist students in completing their first year of college or university.
- (iv) Housing support for student living in institutional facilities and commuting students.
- (v) Exposure to cultural events, academic programs, and other activities not usually available to migrant youth.
- (vi) Other support services as necessary to ensure the success of eligible students.
- (c) The health services and other financial support services provided to participating students must:
- (1) Be necessary to ensure their participation in the HEP or CAMP; and (2) Not detract, because of the amount, from the basic educational services provided under those programs.

(Authority: 20 U.S.C. 1070d-2(b) and (c))

[46 FR 35075, July 6, 1981. as amended at 52 FR 24920, July 1, 1987; 57 FR 60407. Dec. 18. 1992]

206.11 What types of CAMP services must be provided?

- (a) In addition to the services provided in §206.10(b)(2), CAMP projects must provide follow-up services for project participants after they have completed their first year of college.
- (b) Follow-up services may include-
 - (1) Monitoring and reporting the academic progress of students who participated in the project during their first year of college and their subsequent years in college; and

(2) Referring these students to on or off-campus providers of counseling services, academic assistance, or financial aid.

(c) Grantees may not use more than 10 percent of funds awarded to them for follow-up services.

(Authority: 20 U.S.C. 1070d-2(c))

[57 FR 60407, Dec. 18, 1992]

Subpart C--How Does One Apply for a Grant?

206.20 What must be included In an application?

In applying for a grant, an applicant shall:

(a) Follow the procedures and meet the requirements stated in subpart C of 34 CFR part 75 (EDGAR-Direct Grant Programs):

(b) Submit a grant application that:

(1) Covers a period of five years unless extraordinary circumstances warrant a shorter period; and

(2) Includes an annual budget of not less than \$150,000;

(c) Include a management plan that contains:

(1) Assurances that the staff has a demonstrated knowledge of and will be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population; and

(2) Provisions for:

(i) Staff in-service training;

(ii) Training and technical assistance;

(iii) Staff travel;

(iv) Student travel;

(v) Interagency coordination; and

(vi) Project evaluation; and

(d) Provide the following assurances:

(1) The grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project.

(2) The grantee will develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project.

(Authority: 20 U.S.C. 1070d-2(a) and (d)-(f))

(Approved by the Office of Management and Budget under control number 1810-0055) 146 FR 35075. July 6, 1981, as amended at 52 FR 24920. July 1, 1987; 57 FR &907, Dec. 18, 1992]

Subpart D-How Does the Secretary Make a Grant to an Application

§ 206.30 How does the Secretary evaluate an application?

The Secretary evaluates an application under the procedures in 34 CFR part 75.

(Authority: 20 U.S.C. 1070d-2(a) and (e))
162 FR 10,403, Mar. 6, 19971

Subpart E-What Conditions Must Be Met by a Grantee?

§ 206.40 What restrictions are there on expenditures?

Funds provided under HEP or CAMP may not be used for construction activities, other than minor construction-related activities such as the repair or minor remodeling or alteration of facilities.

(Authority: Sec. 41BA(a); 20 U.S.C. 1070d-2)

NOTICE TO ALL APPLICANTS (GEPA)

Thank you for your interest in this program. The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: gender, race, national origin, color, disability, or age. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, etc. from equitable access or participation. Your description need not be lengthy; you may provide a clear

and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

The Government Performance and Result Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education responded to the GPRA requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

- Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship; further learning, and productive employment.*
- Goal 2: Build a solid foundation for learning for all children.*
- Goal 3: Ensure access to postsecondary education and lifelong learning.*
- Goal 4: Make the Department of Education a high performance organization by focusing on results, service quality, and customer satisfaction.*

The performance indicators for the High School Equivalency Program (HEP) and the College Assistance Program (CAMP) are part of the Department's plan for meeting Goals 1 and 3. Among the Department's objectives for Goal 3 is that "secondary school students get the information and support they need to prepare successfully for postsecondary education."

What are the performance indicators for the HEP/CAMP Program?

The Department's specific goal for the HEP programs is to assist migrant and seasonal farmworker students obtain the equivalent of a high school diploma and to enroll in postsecondary

education or other training programs, or to be placed in career positions or the military. The specific goal for the CAMP program is to assist migrant and seasonal farmworkers students to successfully complete their first year of college and to continue in postsecondary education.

The specific performance indicators for the HEP program are as follows:

- (1) HEP participants will complete the instruction necessary and receive their GED at higher rates than comparable non-participants;
- (2) HEP participants who receive a GED will enter postsecondary education or other training programs, at a higher rate than comparable non-participants; and
- (3) HEP participants will be placed in career positions or the military service at higher rates than comparable non-participants.

The specific performance indicators for the CAMP program are:

- (1) CAMP participants will successfully complete their first academic year of college at rates higher than comparable non-participants.
- (2) CAMP participants will continue to attend post-secondary institutions and complete degree programs at rates higher than comparable non-participants.

SELECTION CRITERIA

The Secretary uses the following selection criteria from EDGAR, 34 CFR Part 75, Sections 75.209 and 75.210 to evaluate applications for grants under this competition:

(1) The maximum score for all of these conditions is 115 points; 100 points for the following selection criteria and 15 points for prior performance.

(2) The maximum score for each criterion is indicated in parentheses.

(a) Need for project (15 points). The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers one or more of the following factors:

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

(ii) The extent to which the proposed project will focus on serving or otherwise address the needs of disadvantaged individuals (i.e., eligible migrant and seasonal farmworkers and their families).

(iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(b) Quality of Project Design (20 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors;

- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (ii) The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs.
- (iii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.
- (iv) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Note: When addressing criteria (b)(iii) applicants should include information on how they are meeting the requirements for coordination in the amended Section 418A(d) of the reauthorized Higher Education Act, which requires that the grant recipient coordinate its project, to the extent feasible, with other local, State, and Federal programs to maximize the resources available for migrant students.

(c) Quality of the Management Plan (20 points). The Secretary considers the quality of the management plan. In determining the quality of the management plan the Secretary considers the following:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project
on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

- (ii) The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project.
- (iii) The adequacy of the mechanisms for ensuring high-quality products and services from the proposed project.
- (iv) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.
- (v) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Note: Applicants may address criterion (c) in any way that is reasonable. However, as required in section 418A (d) of the statute, “Each project application shall include a management plan that contains: (1) assurances that staff will have a demonstrated knowledge and be sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population, and include provisions for staff in-service training, training and technical assistance, staff and student travel, interagency coordination, and project evaluation plan, and provide the following assurances: (1) The grantee will develop and implement a plan for identifying, informing, and recruiting eligible participants who are most in need of the academic and supporting services and financial assistance provided by the project. (2) The grantee will develop and implement a plan for identifying and using the resources of the

participating IHE and the community to supplement and enhance the services provided by the project.” Section 418A(d) is amended to require that the management plan contain the following assurance, “that the grant recipient will coordinate its project, to the extent feasible, with other local, State, and Federal programs to maximize the resources available for migrant students.”

(d) Quality of Project Services (15 points). The Secretary considers the quality of the services to be provided by the proposed project.

- (i) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (ii) In addition, the Secretary considers the extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.
- (iii) The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment.
- (iv) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

(e) Quality of project personnel (10 points). The Secretary considers the quality of the personnel that will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition the Secretary considers the following factors:

- (i) The qualifications, including relevant training and experience, of the project director or principal investigator.
- (ii) The qualifications, including relevant training and experience of key project personnel.
- (iii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Note: Applicants may address (e) in any way that is reasonable. Given the purpose of the HEP and CAMP programs, the Secretary believes that applicants would want to consider the staff sensitivity and understanding of the unique characteristics and needs of the migrant and seasonal farmworker population.

(f) Adequacy of Resources (10 points). The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers one or more of the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

- (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- (iii) The extent to which the budget is adequate to support the proposed project.
- (iv) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- (v) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.

Note: When addressing (f) applicants must include the information in section 418A (d) of the statute which requires applicants to develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project.

(g) Project Evaluation (10 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers one or more of the following factors:

- (i) The extent to which the methods of evaluation are appropriate to the context within which the project operates.
- (ii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Note: This plan must permit the preparation of an evaluation that meets the requirements of 34 CFR 75.590 which requires that recipients submit a performance report, or for the last year of the project, a final report, that evaluates, at least annually, the effectiveness of the project in meeting its approved purpose and objectives, and the project's effect on participants being served. The annual performance report must evaluate whether project objectives are being met and, if not, include the changes in program activities that will be adopted (see CFR 75.118 and 75.253). At a minimum, the annual performance report must include data to address the specific HEP and CAMP indicators included in the Department's performance plan for the Government Performance and Result Act (GPRA). See section of application entitled "The Government Performance and Result Act (GPRA)" for specific HEP and CAMP performance indicators.

PRIOR EXPERIENCEPRIOR EXPERIENCEPRIOR EXPERIENCE

(h) Prior experience (15 points). **Note:** Only applicants that are currently administering a HEP or CAMP project are eligible to receive these points for prior performance.

In awarding points for prior performance the Secretary considers,

- (1) The applicant's overall success in enabling program participants to achieve stated educational objectives through activities identified in its approved project application, and in otherwise meeting the purposes of the program and fulfilling program administrative requirements.

(2) In determining the overall quality of the applicant's prior experience in administering a HEP or CAMP project, the Secretary will award point for this criterion on a case-by-case basis. The Secretary will rely upon information contained in the project application as well as available information contained in documents such as annual performance reports, audit reports, site visit reports, project evaluation reports, and the previously approved application.

(3) Those reviewing applications for prior experience will award points for this criterion that they determine, based upon their professional judgment, best reflect the quality of the applicant's success over the life of the prior grant in accordance with paragraph (1) above.

(NOTE: Given the purposes of HEP and CAMP programs and the responsibility of award recipients to implement their approved applications and meet applicable program requirements, the Secretary believes that those reviewing for the quality of the applicant's prior experience should consider the following guide to awarding points.)

(3 points) The extent to which the project's anticipated number of students were served in the project with a comprehensive array of academic and support services, and were given access to college or university activities and facilities, as provided in the approved grant application;

(6 points) The extent to which project participants succeeded in completing the academic programs in which they were enrolled, i.e. --

(a) For a HEP project, (i) the number of participants who successfully completed their specified courses of study, and (ii) the number of participants who passed an examination and obtained a general education certificate (GED) certificate that meets the guidelines for high school equivalency established by the State in which the project is located; and

(b) For a CAMP project, the number of participants who completed their course of study in good standing for the first year of the college or university they attended.

(3 points) The extent to which the applicant that has operated --

A HEP project demonstrates that a high percentage of the project participants who received their GEDs received placement services to prepare them to enter, and a high percentage entered colleges, universities, junior colleges, other training or vocational programs, career positions, or military service;

(b) a CAMP program demonstrates that;

(i) high percentages of participants continue in college after completing their first year of study as a participant in the project;

(ii) a high percentage of participants receive follow-up services after they complete their first year of study and the nature of those services; and,

(iii) a high percentage of participants who have completed the first year of study will eventually complete their degree program.

(3 points) The extent to which the applicant has implemented an effective management plan for the program so as to ensure the proper and cost effective administration of the project as a whole, including --

(a) staff in service training and technical assistance;

(b) coordination with other existing programs that benefit the participating students and their families;

(c) the extent to which the applicant has met the administrative requirements -- including record keeping, reporting, and financial accountability -- under the terms of previously funded awards.

Forms Omitted

PART III -- PROGRAM NARRATIVE

Prepare the program narrative statement in accordance with the instructions for all new grants in the Education Department General Administrative Regulations (EDGAR) in 34 CFR Part 75, Subpart C--How to Apply for a Grant.

When preparing the program narrative, applicants should refer to the regulations for the HEP and CAMP programs in 34 CFR 206. In particular, applicants must follow the instructions in the HEP and CAMP regulations in 34 CFR 206.20, What must be included in an application? (See attached regulations.) This section includes the requirements for a management plan and assurances that all applicants must include in their application. Types of CAMP services that must be provided are in 34 CFR 206.11.

The applicant should include a one-page abstract (summary) of the proposed project, which includes the goals and objectives and intended outcomes for the proposed project. A header for the abstract should include the project name and address.

The Secretary evaluates an application on the basis of the criteria in EDGAR in 34 CFR Part 75 Subpart D--How Grants are made. The selection criteria from 34 CFR 75.209 and 75.210 that will be used for evaluating applications is included in the application package. The program narrative should provide in detail the information, which addresses each selection criterion. The maximum possible score for each completed criterion is indicated in parentheses. The applicant must address all the following criteria from 34 CFR 75.210 (General Selection Criteria).

- | | |
|----------------------------------|-----------|
| 1. Need for the Project | 15 points |
| 2. Quality of Project Design | 20 points |
| 3. Quality of Management Plan | 20 points |
| 4. Quality of Project Services | 15 points |
| 5. Quality of Project Personnel | 10 points |
| 6. Adequacy of Resources | 10 points |
| 7. Quality of Project Evaluation | 10 points |

Total maximum Score for Selection Criteria: 100 points

Total maximum Score for Prior Experience: 15 points

Total maximum Score: 115 points

(Only those applicants who have been funded during the fiscal year 1993-1998 grant cycles are eligible to receive points for prior experience.)

It is recommended that applicants follow the selection criteria in the order in which they are listed. It is also recommended that the applicant,

- 1) Limit the narrative portion of the application to 50 pages, excluding appendices and prior performance;
- 2) Type and double-space the narrative;
- 3) Number each page of the application, starting with the face sheet of the application, in consecutive order including appendices, and
- 4) Provide a table of contents.

PART IV -- PRIOR EXPERIENCE

This part is to be completed only by those applicants that are currently administering a HEP or CAMP project.

The applicant should provide detailed information for each of the years during the current grant cycle, which addresses its success in administering the HEP or CAMP project. The selection criteria that will be used as a guide in awarding points for prior performance is included in the application package.

Applicants are asked to include the information needed to evaluate the prior experience in their application, including information from previous performance reports. If the applicant wishes, they may attach copies of performance reports with the data for each of the project years to the application.

Based on the success of the project's prior experience of service delivery, an applicant may receive up to fifteen (15) additional points for prior performance.

Forms Omitted

ESTIMATED PUBLIC REPORTING BURDEN

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is OMB No. 1810-0054, Expiration Date: 10/31/2001. The time estimated to complete this information collection is estimated to average 24 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U. S. Department of Education, Washington, D. C. 20202-4651. If you have any questions or concerns regarding the status of your individual submission of this form, write directly to: Office of Migrant Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D. C. 20202-6135.